

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Behaviour and Relationships Policy

**(including support for children with social,
emotional and mental health needs)**

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Contents

	Page
School Values and School Ethos	3
A Relational Behaviour Model	3
General Expectations	4
What do we do to teach and promote positive managements of behaviour?	5
Viewing behaviour as a learning process	5
Our general responses to mistakes and incidents	5
Using logical consequences	6
How we support children with additional SEMH needs	8
Our Principles- the things we will do as adults	8
Responsibilities	8
Harm from dysregulated behaviour	9
Risk Assessment Process	10
Physical intervention (control and restraint)- the use of reasonable force	10
Screening and searching pupils	10
Further Guidance	11
Appendices	
Appendix 1: Template for recording incidents	12
Appendix 2: Key Questions for the Risk Assessment	13
Appendix 3: Recording of Physical Interventions	14
Appendix 4: ABC Data Form	15
Appendix 5: De-escalation Script example	16
Appendix 6: Behaviour and Risk Management Plan	17
Appendix 7: Behaviour Consequences Chart and Praise System	21

School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school Catholic community with Christ at the Centre. We follow the school's Mission Statement in line with our school Vision and Values:

Mission Statement

Loving and learning together, with Jesus

Vision

To place Christ at the centre of all we do
To uplift and inspire everyone towards achieving excellence

Values

Our school values are based on the Beatitudes and we have linked them to inspirational role models who represent each value.

Integrity Kindness Fairness Peaceful Service

Our school also reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our CYP and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with CYP (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

At St Peter’s we also use the **Ofsted** Handbook to drive expectations on behaviour and attitudes:

298. The behaviour and attitudes judgement considers how leaders and other staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

299. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils’ positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- having a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- having a strong focus on attendance and punctuality so that all pupils benefit from the education and experiences the school offers
- having clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils
- developing pupils’ motivation and positive attitudes to learning, as these are important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
- fostering a positive and respectful school culture in which staff know and care about pupils
- creating an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

School Inspection Handbook September 2024

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don’t manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone’s needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair

'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our CYP, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where CYP are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the CYP know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up
- Moving around the school
- Break and Lunchtimes

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. CYP will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the CYP so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact

their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our CYP's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the CYP of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, CYP have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the CYP to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space

- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Please see our Consequences Chart in Appendix 7.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. Appendix 1

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some CYP will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the CYP's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these CYP, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the CYP be in a place to learn, connect and thrive.

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a CYP's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all CYP feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a CYP is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with CYP in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our CYP
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a CYP (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all CYP across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all CYP
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a CYP may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and CYP, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or CYP) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable CYP. It identifies what is likely to cause stress to them, using all the information known about the CYP. Once all this information is to hand, a strategy for supporting a situation appropriately and

keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 2.

Positive Handling (control and restraint) - the use of reasonable force

Christus Catholic Trust (CCT) schools believe that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the trust and the schools recognise that, the use of reasonable force and restrictive intervention or suspension and permanent exclusion may be necessary as a last resort. As such the schools will refer to the CCT [Physical Intervention Policy](#) and the CCT [Suspensions and Permanent Exclusion Policy](#). Both policies are also available to view on the school website.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour and discipline in Schools - Advice for headteachers and school staff’ (February 2024)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff \(DfE, 2024\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Further Guidance

1. [Keeping Children Safe \(DfE, 2025\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour in Schools \(DfE, 2024\)](#)
5. [Suspension and Exclusion from maintained schools, academies and PRUs in England \(DfE, 2024\)](#)
6. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Notes on the Following Appendices

These contain examples of recording and assessment tools. **We also follow our Behaviour Blueprint as a simple child friendly tool which summarises the methodology behind the policy in a practical and consistent manner.** This can be found as a separate document on the website.

Appendix 1:**Behaviour Record**

Date of record:	
Date of incident:	

Name(s) of recorder:		Role of recorder:	
Child's name(s):		Year group / class:	
Details of incident:			
Reported to:			
Role of person reported to:			
Signed:			

Action taken:	
By whom:	
Incident discussed with parents/carers?	Yes / No
If no, why not?	

Follow-up actions, if necessary:	
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Appendix 2: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

Appendix 3: 'Record the Use of Reasonable Force' form

Name of Pupil:	Year group:	Date and time of incident:
Is there a risk assessment in place for this pupil:	Staff involved:	Brief description of incident:
Was a staff member or child injured during the incident?	Was property at risk of being damaged?	
Concise details of how the incident began - <i>note the emotions displayed, behaviour, measures taken to avoid harm to the pupil and techniques used to defuse the situation.</i>	Description of the physical intervention / positive handling used.	
Protecting (what will now happen to prevent any immediate further harm occurring)		
Date parent/carer informed and by whom.		
Brief description of any subsequent complaint or action		
Signature of staff member completing the report -		
Date -		
Signature(s) of all staff members involved in the incident –		
Headteacher Signature		
Date		

Appendix 4: ABC Form

St. Peters Catholic Primary School

ABC Data Form

Date/Time of Incident	Activity	Antecedent	Behaviour	Consequence

Appendix 5: De-escalation script example

The de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script all staff should use is:

- Child's name
- I can see something has happened
- I'm here to help
- Talk and I'll listen
- Come with me and

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

6 Steps to De-escalation



1. Approach Calmly



2. Describe What You See



3. Read the Situation



4. Acknowledge Feelings



5. Give Choices



6. Pause and Support

Appendix 6

Risk assessment: Children with Challenging Behaviours



School Name	St Peter's	Name of Pupil		Date of Birth	
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Identification Risk	
Is the risk potential or actual	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Agreed Behaviour Management Plan and School Risk Management Strategy



Focus of measures	Measures to be employed	Level of risk/Drawbacks/Actions
Proactive interventions to prevent risk		
Early interventions to manage risk		
Reactive interventions to adverse outcomes		

Communicating School Risk Management Strategy



Plans and Strategies	Communication Method	Date Actioned

Positive Handling Plan	Agreed by	Date Actioned
If _____ requires physical assistance to keep _____ safe, then school will complete the following plan –	<p>Parents Signed</p> <p>SENCo Signed</p> <p>Class Teacher/Phase Lead Signed</p> <p>Headteacher/Deputy Head Teacher Signed</p>	

Staff training



Identified training needs	Training provided to meet needs	Date training completed

Appendix 7 – Consequences Chart

Ready
Safe
Respectful
Kind

Consequences Chart

Behaviour	Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> · Low-level disruption · Off task · Interrupting learning 	<ul style="list-style-type: none"> · Private reminder · 30 second intervention script (Behaviour Blueprint) 	<ul style="list-style-type: none"> · Warning – clearly state behaviour and consequence · Move seat or table 	<ul style="list-style-type: none"> · Last chance script (Behaviour Blueprint) · Loss of up to 3 minutes of next break/lunch time · Parent/carer informed · Behaviour logged · Reflect & Restore completed 	<ul style="list-style-type: none"> · Cool-Off in the classroom · Miss full next break/lunch time · Phase Leader and teacher meeting with parent/carer and child 	<ul style="list-style-type: none"> · Behaviour Support Plan agreed with school and home (to be reviewed each half term) · Multi-agency approach explored with SLT
<ul style="list-style-type: none"> · Unkind behaviour towards peers or adults · Refusal to accept instructions · Swearing (not directly) · Making fun of other 	<ul style="list-style-type: none"> · Reminder or Warning · Restorative conversation (Behaviour Blueprint) · Peer repair or apology task 	<ul style="list-style-type: none"> · Miss full next break/lunch time · Parent/carer informed · Behaviour logged · Reflect & Restore completed 	<ul style="list-style-type: none"> · Miss full next break/lunch time · Behaviour Support Plan agreed with school and home (to be reviewed each half term) · Class-based exclusion for part of the day 	<ul style="list-style-type: none"> · Internal exclusion in a different base as agreed by Phase Leader · Urgent review of Behaviour Support Plan agreed with school and home with SLT · Multi-agency 	<ul style="list-style-type: none"> · Follow Exclusion Policy

<ul style="list-style-type: none"> children deliberately Play fighting 			<ul style="list-style-type: none"> Phase Leader and teacher meeting with parent/carer and child 	<ul style="list-style-type: none"> approach explored with SLT 	
<ul style="list-style-type: none"> Swearing at peers or adults Repeated swearing Disrespectful language, used directly to another Verbal threats of violence Leaving the room/playground without permission Moderate aggression 	<ul style="list-style-type: none"> Warning Restorative conversation Parent/carer informed Behaviour logged Reflect & Restore completed 	<ul style="list-style-type: none"> Miss full next break/lunch time Phase Leader and teacher meeting with parent/carer and child 	<ul style="list-style-type: none"> Behaviour Support Plan agreed with school and home (to be reviewed each half term) Internal exclusion in a different base as agreed by Phase Leader 	<ul style="list-style-type: none"> At Risk of Exclusion meeting with SLT and parents Loss of privileges (e.g. trip, visits, clubs) Urgent review of Behaviour Support Plan agreed with school and home with SLT Multi-agency approach explored with SLT 	<ul style="list-style-type: none"> Follow Exclusion Policy
<ul style="list-style-type: none"> Intentional damage to property, including deliberately throwing resources to harm Verbal abuse to any child or adult Moderate physical aggression Theft 	<ul style="list-style-type: none"> Removal from class Restorative Repair (clean/replace) Reflect & Restore completed Phase Leader and teacher meeting with parent/carer and child Behaviour logged 	<ul style="list-style-type: none"> Class-based exclusion for part of the day Behaviour Support Plan agreed with school and home (to be reviewed each half term) 	<ul style="list-style-type: none"> Internal exclusion in a different base as agreed by Phase Leader Urgent review of Behaviour Support Plan agreed with school and home with SLT Multi-agency approach explored with SLT 	<ul style="list-style-type: none"> At Risk of Exclusion meeting with SLT and parents Loss of privileges (e.g. trip, visits, clubs) 	<ul style="list-style-type: none"> Follow Exclusion Policy

<ul style="list-style-type: none"> · Serious dangerous behaviour (assault, threatening behaviour) towards peers or adults · Throwing furniture to cause harm · Leaving the school site without permission 	<ul style="list-style-type: none"> · Removal from class using Positive Handling · Call for SLT · Internal exclusion in a different base as agreed by Phase Leader · Parent/carer contacted immediately for an in person meeting that day · Behaviour logged 	<ul style="list-style-type: none"> · Behaviour Support Plan and Risk Assessment agreed with school and home (to be reviewed fortnightly) including Protective Measures with SLT · Multi-agency meeting arranged 	<ul style="list-style-type: none"> · At Risk of Exclusion meeting with SLT and parents · Loss of privileges (e.g. trip, visits, clubs) 	<ul style="list-style-type: none"> · Follow Exclusion Policy 	<ul style="list-style-type: none"> · Follow Exclusion Policy
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Praise System
Classroom

Verbal Praise	Ready, Safe, Respectful, Kind	Recognition Board	Bonus Minutes
<ul style="list-style-type: none"> · Whole class, group or individual verbal praise linked to 4 Behaviours – Ready, Safe, Respectful, Kind · Praise-first to encourage making good choices to all 	<ul style="list-style-type: none"> · Pupils' names moved to one of the 4 Behaviours linked to positive behaviours observed · In and out of class use e.g. holding the door open, lining up well etc. 	<ul style="list-style-type: none"> · A pupil can put their name on the Recognition Board for a 'wow' moment – something stand-out and special · Parent contact in the form of a wow certificate, a call home or communication on the gate at pick up 	<ul style="list-style-type: none"> · All children can earn 'Bonus Minutes'. Pupils can earn one minute only at a time for positive behaviours e.g. 'I have noticed your kindness towards ____ so I will add a Bonus Minute to the board.' · Bonus Minutes contribute to additional break time that can be given at the class teacher's discretion

Lunch

Verbal Praise	Ready, Safe, Respectful, Kind	Class of the Week
<ul style="list-style-type: none"> · Whole class, group or individual verbal praise linked to 4 Behaviours – Ready, Safe, Respectful, Kind · Praise-first to encourage making good choices to all 	<ul style="list-style-type: none"> · Class name can be moved on the Ready, Safe, Respectful, Kind board in the hall 	<ul style="list-style-type: none"> · Learner of the Week assembly will include a Class of the Week linked to lunch time hall behaviours · Class of the Week will add five Bonus Minutes to their time gained in class